

Gender Patterns of Students and Teachers Ratings of Accountability Scale for Quality Education in Nigerian Secondary Schools

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The study investigated students' and teachers' gender rating pattern of accountability scale for quality education of Nigerian Secondary Schools. Participants were 628 students and 419 teachers selected from the public schools in Ekiti, Lagos and Ondo States of Nigeria using stratified, simple random sampling techniques. Data collected were analyzed using t-test inferential statistics. The findings revealed that there is significant relationship between the male and female students' rating of the accountability scale while there is no significant relationship between the teachers' gender in ratings on accountability scale.

Keywords: Gender, accountability scale, quality education, secondary schools

Introduction

Salva, Ysseldyke and Bolt (2007) asserted that accountability systems provide data needed for policy and decisions making at the local, state and national levels. Accountability systems should be flexible, dynamic and responsive to reviews and criticisms by the stakeholders. It should change to meet the identified needs and future developments through the measurement of education inputs, contexts, processes and result indicators in diversity of gender, culture, race and other characteristics of the students in today's school population.

Ayodele (2005) noted that education is a huge investment enterprise affecting every citizen in a nation. Private individuals and the government have over the years devoted a sizeable proportion of their resources to the educational enterprise with view of getting returns. Accountability denotes responsibility and making the individual to give explanations for his/her actions and inactions. Accountability connotes giving rewards for good performance and imposing sanctions for bad performance.

Accountability ensured that responsibilities assigned are followed up for efficient and effective performance. Accountability practices rewards not necessarily in monetary terms for actions and programmes well done and sanctions in terms of rebukes, fines and withdrawal of privileges for non performance.

Artley (2001) stressed that accountability demands improvements of performance, making stakeholders of secondary education, the students, parents, schools administrators, community members,

professionals and government schools to assume responsibility that justify quality educational outcomes through the achievements of the stated objective.

Statement of the Problem

The research work attempted to avoid the superfluous, uncoordinated and commonly phrase of quality education leading to problems in Nigerian Secondary Education. It is aimed to make students and teachers accountable for their actions and inactions and thereby holding them responsible for the attainment of quality education in Nigerian Secondary Schools. Moreover, the study was interested in gender rating patterns of the accountability scale.

The accountability scale was developed with the purpose to:

- i. Make the students and teachers accountable for quality education in Nigerian Secondary Schools.
- ii. Make students and teachers more efficient and effective in learning and teaching activities for quality education in Nigerian Secondary Schools.
- iii. Appraise the students and teachers gender ratings pattern of the accountability scale for quality education in Nigerian Secondary Schools.

Research Hypotheses

- i. Sex of students will have no significant influence on the accountability scale.

- ii. Sex of teachers will have no significant influence on the accountability scale for quality education in Nigerian Secondary Schools.

Procedures

This study is a descriptive research of the survey type. The scale was developed to measure accountability indices among the stakeholders of secondary education in Nigeria. The sample of the study provided information about population and the relationship existing among the variables of the population. The principles and procedures of summated rating scale were applied for the study. Sample of 254 male and 374 female students and 189 male and 230 female teachers was selected by multi-stage; simple random sampling techniques were used

for the selection of the sample in Ekiti, Lagos and Ondo States of Nigeria. The validity of instrument has correlation coefficient of 0.420 at 0.05 level of significance established through Kerlinger Convergent Approach and its reliability values are 0.933 and 0.874 correlation coefficients through Cronbach’s Alpha and Split-Half Internal Consistency Reliability Approaches.

Results

Hypothesis One

Sex of the students will have no significant influence on the accountability scale for quality education in Nigerian Secondary Schools.

Table 1. T-test computation for students’ gender in appraising accountability scale for quality education.

Group	No	Mean	SD	Df	t-calculated	t-critical
Male	254	200.56	28.03	626	3.454	1.960
Female	374	200.03	17.47			

P≤0.05

Table 1 revealed that t-calculated (3.454) is greater than t-critical (1.960) at .05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship in the students’ gender of rating the accountability scale.

Hypothesis Two

Sex of teachers will have no significant influence on accountability scale for quality education in Nigerian Secondary Schools.

Table 2. Showing the t-test of teachers gender of appraising accountability scale for quality education.

Group	No	Mean	SD	Df	t-calculated	t-critical
Male	189	211.16	19.91	417	1.050	1.960
Female	230	209.09	20.45			

P≤0.05

Table 2 showed that t-calculates (1.050) is less than t-critical (1.960) at 0.05 level of significance. The null hypothesis is accepted. Therefore, there is no significant difference between male and female teachers’ ratings of the accountability scale.

Discussion

The findings of the study revealed that there was significant difference between the male and female students’ ratings in the accountability scale for

quality education in Nigerian Secondary Schools. The finding was contrary to Adebule (2002) finding on students’ gender in appraising Mathematics Anxiety Rating Scale. The revelation of significant difference in students’ gender ratings of the accountability scale was also in agreement with Omodara (2010).

The students appeared to rate the scale discriminately, perhaps their readiness to accountability responsibilities differ. ASQEN also revealed that there is no significant difference in the male and female teachers appraising the

accountability scale. This finding was contrary to Omodara (2010) findings of which there is significant difference in Male and Female Science Teachers Interactive Pattern in Classroom Activities. The study was also in agreement with Dafra (2008) in no gender influence on stress and business performance. The study was also in contrary with Hagedon, Mariel and James (2008) findings which revealed that there is significant difference in the male and female couples coping with cancer

Conclusion

Teachers are exposed and more knowledgeable than the students. Teachers are more prepared to assume accountability responsibilities for their actions and inactions denoting a welcome idea that will strengthen the growth and development of secondary education in Nigeria. Students' gender in ratings of the scale is significance. The readiness of students to assume accountability responsibilities for quality secondary education in Nigeria Secondary Schools differ between the gender factors. The students are required to be trained and educated on accountability values and thereby enhance the students' productivity in educational matters. Students will be expected to make judicious use of educational resources at their disposal to achieve desired objectives in academic social and pursuits of career.

Recommendation

The following recommendations were made based on the findings of the study:

- Male and female students in the secondary schools should be encouraged to assume accountability responsibilities for quality education at the level.
- Teachers are to be more accountable for quality education in Nigerian Secondary School irrespective of their sexes.

-Accountability practices should be injected and made functional to quality education in Nigerian Secondary Schools for national growth and developments.

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